

# Foresthill High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Foresthill High School  |
| <b>Street</b>                     | 23319 Foresthill Road   |
| <b>City, State, Zip</b>           | Foresthill CA 95631   |
| <b>Phone Number</b>               | (530) 367-5244  |
| <b>Principal</b>                  | Randy Ittner  |
| <b>E-mail Address</b>             | rittner@puhsd.k12.ca.us   |
| <b>Web Site</b>                   | <a href="https://sites.google.com/a/puhsd.k12.ca.us/fhs/">https://sites.google.com/a/puhsd.k12.ca.us/fhs/</a> |
| <b>CDS Code</b>                   | 31-66894-0102293  |

| District Contact Information |                                   |
|------------------------------|-----------------------------------|
| District Name                | Placer Union High School District |
| Phone Number                 | (530) 886-4405                    |
| Superintendent               | Dr. George Sziraki                |
| E-mail Address               | gsziraki@puhsd.k12.ca.us          |
| Web Site                     | www.puhsd.k12.ca.us               |

### School Description and Mission Statement (School Year 2018-19)

Opening in 2004 with a student population of 210 across grades 9-12, Foresthill High School is a wonderful facility that provides a personalized experience for students, staff and the families we serve. The Foresthill Divide is a forested, semi-rural area approximately 35 minutes east of the Sacramento region of Placer County--Roseville and Rocklin being the closest larger cities. I-80 is accessible 20 minutes away. With its beautiful natural surroundings, supportive community, and easy access to regional business centers, the Foresthill Divide has become an attractive place to live. Home prices, relative to other foothill towns such as Auburn, reflect this.

Some families have lived in this area for generations, while others are recent transplants from the Sacramento and San Francisco Bay areas, bringing new energy to the small town of Foresthill. People who have moved here often speak of the area's beauty, the wonderful sense of community that exists here and that Foresthill is a great place to raise kids. Residents have expressed that they love living close enough to access urban working centers as well as shopping areas; that Foresthill has "the best of both worlds."

Foresthill High School sits on the site of a former timber mill. The 110-acres of the site, now owned by the Placer Union High School District, encompasses 50-acres of forested, undeveloped land. 20 of the 110 acres is jointly owned by the local K-8 district for the development of a future elementary school. Though the mill at one time served as an employment hub to Foresthill, most workers of this 5,000+ member community now commute off the hill to job locations in Placer and Sacramento Counties.

Our mission is to ensure every graduate leaves with the skills and attributes necessary for success after high school. Our core values: perseverance, ingenuity, pride, respect, and integrity drive the school. Foresthill High School is a Title I school with approximately one-third of its student population participating in the free or reduced price meal program. Although this is a high rate comparable to other Placer County High Schools, Foresthill High School has the lowest attrition rate of students of all these schools. Our graduation rate from 2015-2018 school years is 100%. 80% of the graduating class of 2018 at Foresthill High School are attending a four year college or a junior college.. We offer college tours, financial aide, and college planning seminars for parents and students. Sierra College also works with our students on their Promise Program that enables students to go to Sierra College for free.

Foresthill High School is one of the four fully-accredited comprehensive high schools in the Placer Union High School District which serves a total of approximately 4,300 students. Although it is the smallest of these schools, its staff is second-to-none, taking full advantage of being able to know our students, coupled with the desire to offer them as much as possible and to push all students to succeed.

Foresthill High School is accredited through the Western Association of Schools and Colleges (WASC) and received the maximum six-year term in 2016. The school's highly qualified teachers work hard to offer a wide variety of high-academic, support and elective courses. Accelerated classes such as: AP Language, AP Statistics, AP Calculus AB and BC, AP Biology, AP Environmental Science, Honors Anatomy & Physiology, AP Physics, and Honors Chemistry are offered. Moreover, we offer a range of electives such as; Farm to Fork, Fish and Wildlife, Photography, Creative Writing, Art, Foreign Language, and Graphic Arts. The full listing of classes is available on the school and district website. The school's culinary kitchen and an automotive shop allow students additional hands-on, career technical education courses which feed into local CTE and community college programs. These courses are in addition to the regular college prep English, Math, Science and Social Science courses. Foresthill High School also offers a sheltered Mathematics program to support students who struggle, the goal being to transition these students back into the college prep arena. We also have several pathways for students to achieve. These are CTE Information, Technology and Computers, CTE Automotive Repair and CTE Forestry. We hold two college tours per year for juniors wishing to look at CSU/UC campuses in the region. We are an SAT/ACT testing site. We offer after school tutoring for free and run Senior Seminars through our advisory period to assist students in completing college, FAFSA, and scholarship applications.

Athletic programs at Foresthill High School include Cross Country, Junior and Varsity Football, Junior and Varsity Girls Volleyball, Junior and Varsity Boys and Girls Basketball, Varsity Golf for both Girls and Boys, Varsity Girls Soccer, Wrestling, Track, Swimming, Varsity Baseball, Boys Volleyball and Varsity Softball.

### Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 53                 |
| Grade 10                | 55                 |
| Grade 11                | 58                 |
| Grade 12                | 41                 |
| <b>Total Enrollment</b> | <b>207</b>         |

### Student Enrollment by Group (School Year 2017-18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.0                         |
| American Indian or Alaska Native    | 2.4                         |
| Asian                               | 0.0                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 12.6                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 78.3                        |
| Socioeconomically Disadvantaged     | 38.6                        |
| English Learners                    | 0.5                         |
| Students with Disabilities          | 11.6                        |
| Foster Youth                        | 0.5                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 100%    | 100%    | 100%    | 100%     |
| Without Full Credential  | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** December 2018

Foresthill High School defines the academic expectations for its students and supports the school's expected learning results in many ways. In all academic departments a California standards based textbook has been adopted. Teachers use these textbooks to guide their students through the California State Standards and as a basis for designing curriculum to ensure mastery of the academic standards.

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees has certified by resolution on September 17, 2013, that each school had sufficient textbooks, instructional materials, and/or science laboratory equipment (in core subjects). All students, including English Learners, are required to be given their own textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Trustees. Foresthill High School has recently implemented and utilizes standards aligned textbooks and materials in all core classes. Our textbooks are all adopted by resolution by the Board of Trustees. Supplemental materials are directly tied to the adopted text for each core class.

The Board of Trustees adopted texts between 2004-2008 and on an as-needed basis. For a complete list of adopted textbooks in core subjects, please call 530-886-4406.

| <b>Subject</b>  | <b>Textbooks and Instructional Materials/<br/>Year of Adoption</b>                      | <b>From<br/>Most Recent<br/>Adoption?</b> | <b>Percent of Students<br/>Lacking Own<br/>Assigned Copy</b> |
|---|---|---|--|
| <b>Reading/Language Arts</b>                          | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |
| <b>Mathematics</b>                                    | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |
| <b>Science</b>  | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |
| <b>History-Social Science</b>                         | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |
| <b>Foreign Language</b>                               | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |
| <b>Health</b>   | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |
| <b>Visual and Performing Arts</b>                     | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |
| <b>Science Laboratory Equipment<br/>(grades 9-12)</b> | All materials aligned with the standards and approved by the District Board of Trustees |   | 0  |

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Placer Union High School District (PUHSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Instruction. The results of this survey are available at the District Office at 13000 New Airport Road. Each fall and spring, a team of district administrators, members of the Board of Trustees, parents and students conduct a "Facility Walk" to ensure the facility meets expected criteria.

We are a relatively new facility opened in 2004. The grounds and buildings are well maintained and repaired by personnel on site and the District staff. Foresthill’s campus includes the technological connection of a T-3 line allowing full internet access. Our Mac lab and PC lab are fully connected as well as 100% of the classrooms. Our wireless reach has expanded campus-wide. All classrooms are outfitted with projectors or SMART Televisions and most classrooms also utilize doc cameras.

Routine checks of the campus facilities take place to determine if repairs are necessary. District maintenance staff is able to address such things as gas leaks, HVAC and fire sprinkler malfunctions, ventilation issues, electrical power failures, septic issues, broken windows, doors and locks, and other issues that pose a security risk. Major pest or vermin infestation or abatement of hazardous materials is addressed through outside contractors. School maintenance and custodial staff ensure necessary repairs are carried out to keep the school in good working condition; repairs are done in a timely manner so that a safe, clean, and functioning learning environment exists for students. Foresthill High School is a closed campus and provides a safe and secure environment for learning. All visitors are required to sign in upon arrival. Appropriate signs are posted around campus and all staff members receive training on safety procedures. The school runs routine safety drills to ensure we are ready in the case of emergency. We have a full time Placer County Sheriff assigned to Foresthill schools. The Principal and Assistant Principal along with the resource officer monitor school safety.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b>            |                      |  |
|---|----------------------|--|
| <b>Year and month of the most recent FIT report: 2018- 4</b>            |                      |  |
| <b>System Inspected</b>   | <b>Repair Status</b> | <b>Repair Needed and Action Taken or Planned</b> |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good                 |  |
| <b>Interior:</b> Interior Surfaces                                      | Good                 |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | Good                 |  |
| <b>Electrical:</b> Electrical   | Good                 |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | Good                 |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good                 |  |
| <b>Structural:</b> Structural Damage, Roofs                             | Good                 |  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good                 |  |

**Overall Facility Rating (Most Recent Year)**

| <b>Year and month of the most recent FIT report: 2018- 4</b> |             |
|--|-------------|
| <b>Overall Rating</b>  | <b>Good</b> |
|  |             |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 71.0  | 77.0    | 78.0     | 75.0    | 48.0    | 50.0    |
| Mathematics<br>(grades 3-8 and 11)                    | 22.0  | 38.0    | 51.0     | 46.0    | 37.0    | 38.0    |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 58               | 56            | 96.55          | 76.79                   |
| Male                             | 32               | 30            | 93.75          | 73.33                   |
| Female                           | 26               | 26            | 100.00         | 80.77                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Hispanic or Latino               | --               | --            | --             | --                      |
| White                            | 41               | 39            | 95.12          | 87.18                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | --               | --            | --             | --                      |
| English Learners                 | --               | --            | --             | --                      |
| Students with Disabilities       | --               | --            | --             | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 58               | 56            | 96.55          | 37.5                    |
| Male                             | 32               | 30            | 93.75          | 36.67                   |
| Female                           | 26               | 26            | 100            | 38.46                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Hispanic or Latino               | --               | --            | --             | --                      |
| White                            | 41               | 39            | 95.12          | 46.15                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | --               | --            | --             | --                      |
| English Learners                 | --               | --            | --             | --                      |
| Students with Disabilities       | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                       | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|-------------------------------|--|---------|----------|---------|---------|---------|
|                               | School   |         | District |         | State   |         |
|                               | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

The Placer Union High School District offers sequenced CTE courses that create clear CTE programs at each District high school. These programs are supported by the four core academic areas: English, Math, Science, and Social Studies. District CTE programs address the eleven industry sectors identified by CDE.

The sequenced programs offered at Foresthill High School are:

- ICT
- Vehicle Maintenance, Service, and Repair
- Forestry

A program sequence in CTE has three parts: (1) a foundation course, (2) one or more intermediate courses, and (3) a capstone course. These capstone courses may be offered through the school, ROP, and /or Adult Education, and may be eligible for college credit through the District's Tech Prep articulation with the local Community College. In addition, several of the capstone courses meet the "A-G" college entrance requirements for preparation to enter the UC or CSU system. A coherent sequence of courses will allow students to move through foundation, intermediate, capstone, and related courses in an organized manner; this facilitates student mastery of standards, allows students to select related courses from another program in the industry sector, enables students to complete pathway courses which have been articulated with the community college in a Tech-Prep 2+2 pathway (2 years of high school CTE and academics with 2 years of postsecondary education), and provides opportunities in many industries to earn certificates of mastery, college credits, and/or industry certification.

### Career Technical Education Participation (School Year 2017-18)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 200                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 17%                       |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 64%                       |

### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100.0   |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 65.6    |

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 17.9  | 21.4                  | 39.3                 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

Foresthill High School uses several strategies to encourage involvement from parents and community members and views these stakeholders as important partners in the process of continued improvement. Included in these mailings is information about how to become involved with the school and solicitations for help and input. Automated phone calls or emails are sent weekly for school updates regarding counseling, athletics, and school events. The school utilizes the local newspaper for communicating important school information and the local grocery store allows the high school to print important information in its specials delivered weekly to every home on the Divide.

The school's Site Council is the main forum for parents and community members to bring forth issues and share in the decision-making process on any number of issues. Although the Site Council members serve as the voting body for categorical decisions and expenditures, this group invites discussion and input from those present in an effort to get as many ideas and involve as many people as possible. Attendees may ask for information and where research is needed. After this is done, follow-up reports are made to the group at the subsequent meeting. Along with Site Council, Foresthill holds an annual LCAP community forum which community members are invited to discuss, analyze and provide input regarding school's progress and performance.

Parents are comfortable calling the school for any reason, and we are proud to be an accessible organization at all levels. Phone calls and e-mails are returned in a timely manner, and parents by and large feel we do a good job at personalizing the educational experience for families. All teachers provide their e-mail address and phone extension for parents and students, and many even provide their home phone number. Phone extensions and e-mail addresses for all staff are routinely printed in the parent newsletter as well as being posted on the school's website. The school utilizes "School Messenger", an automatic dialer, for attendance information and to communicate activities and emergency information such as school closures. Teachers also email student's grades out every two weeks through Aeries.net.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate    | 0.0     | 0.0     | 2.8     | 2.8      | 2.8     | 2.1     | 10.7    | 9.7     | 9.1     |
| Graduation Rate | 100.0   | 100.0   | 88.9    | 94.1     | 94.6    | 93.8    | 82.3    | 83.8    | 82.7    |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

| Group                            | Graduating Class of 2017 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 86.5                     | 94.6     | 88.7  |
| Black or African American        | 0.0                      | 50.0     | 82.2  |
| American Indian or Alaska Native | 0.0                      | 88.9     | 82.8  |
| Asian                            | 0.0                      | 100.0    | 94.9  |
| Filipino                         | 0.0                      | 87.5     | 93.5  |
| Hispanic or Latino               | 100.0                    | 93.8     | 86.5  |
| Native Hawaiian/Pacific Islander | 0.0                      | 100.0    | 88.6  |
| White                            | 83.3                     | 95.4     | 92.1  |
| Two or More Races                | 100.0                    | 94.4     | 91.2  |
| Socioeconomically Disadvantaged  | 66.7                     | 98.0     | 88.6  |
| English Learners                 | 0.0                      | 73.3     | 56.7  |
| Students with Disabilities       | 75.0                     | 73.9     | 67.1  |
| Foster Youth                     | 0.0                      | 33.3     | 74.1  |

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 7.5     | 6.7     | 8.2     | 4.7      | 5.2     | 4.3     | 3.7     | 3.7     | 3.5     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.4      | 0.6     | 0.3     | 0.1     | 0.1     | 0.1     |

**School Safety Plan (School Year 2018-19)**

A school safety committee is responsible for the School Safety Plan, which is overseen by the school's Site Council. Every classroom and office has an emergency preparedness manual posted with emergency numbers and procedures for a variety of possible situations. School evacuation and lockdown procedures are posted. Each year these plans are reviewed and updated. An all encompassing emergency drill including: earthquake, lockdown, fire and evacuation was practiced in September 2018. Each classroom has an emergency box in case the school has a long term lockdown.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject        | 2015-16         |                      |       |     | 2016-17         |                      |       |     | 2017-18         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 19.0            | 3                    | 2     |     | 25.0            | 2                    |       | 2   | 24.0            | 1                    | 3     |     |
| Mathematics    | 20.0            | 3                    | 1     |     | 24.0            | 2                    | 2     |     | 27.0            | 2                    | 1     | 1   |
| Science        | 19.0            | 3                    |       |     | 22.0            | 2                    | 1     |     | 19.0            | 1                    | 2     |     |
| Social Science | 21.0            | 2                    | 1     |     | 28.0            |                      | 3     |     | 29.0            |                      | 2     | 1   |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | .75                              | 207   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | .25                              | N/A   |
| Psychologist  | .28                              | N/A   |
| Social Worker                                       | .15                              | N/A   |
| Nurse   | .07                              | N/A   |
| Speech/Language/Hearing Specialist                  | .14                              | N/A   |
| Resource Specialist (non-teaching)                  | 0                                | N/A   |
| Other   | 0                                | N/A   |

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$15,798               | \$2,441                  | \$13,356            | \$74,511               |
| District                                     | N/A                    | N/A                      | \$9,415             | \$75,972               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 199.7               | -1.9                   |
| State  | N/A                    | N/A                      | \$7,125             | \$79,496               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 60.8                | -6.5                   |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Title I, Carl Perkins are overseen by the school's site council. We also receive discretionary grant monies and Tier III funding.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,854        | \$48,783                                     |
| Mid-Range Teacher Salary                      | \$67,995        | \$80,177                                     |
| Highest Teacher Salary                        | \$93,554        | \$104,535                                    |
| Average Principal Salary (Elementary)         | \$0             | \$128,506                                    |
| Average Principal Salary (Middle)             | \$0             | \$154,350                                    |
| Average Principal Salary (High)               | \$140,433       | \$133,486                                    |
| Superintendent Salary                         | \$218,828       | \$181,868                                    |
| Percent of Budget for Teacher Salaries        | 32.0            | 32.0   |
| Percent of Budget for Administrative Salaries | 7.0             | 6.0  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

| <b>Subject</b>                  | <b>Number of AP Courses Offered*</b> | <b>Percent of Students In AP Courses</b> |
|---------------------------------|--------------------------------------|--|
| <b>Computer Science</b>         | 0                                    | N/A                                      |
| <b>English</b>                  | 0                                    | N/A                                      |
| <b>Fine and Performing Arts</b> | 0                                    | N/A                                      |
| <b>Foreign Language</b>         | 0                                    | N/A                                      |
| <b>Mathematics</b>              | 0                                    | N/A                                      |
| <b>Science</b>                  | 1                                    | N/A                                      |
| <b>Social Science</b>           | 0                                    | N/A                                      |
| <b>All courses</b>              | 1                                    | 11.6                                     |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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Teachers are encouraged to participate in the District's summer curriculum camp, a paid series of days designed to allow collaboration among school sites by department, as well as to provide sessions on district-wide topics. Teachers new to the district attend new teacher workshops and colloquiums sponsored by the District for all new staff in an effort to assist their development and introduce them to the ideals and philosophies of the school district. Teachers have been given the opportunity to be involved in a number of professional development groups including: accurate and equitable grading practices, MTSS/Restorative Justice, and instructional strategies.. We are developing district ELO's and common assessments in the core subjects. Few of our athletes are ineligible as a result of our focus on quality instruction, high level classes, and support systems to help all students succeed. Teachers continue to have training in teaching to the Common Core Standards. Teachers attend district wide common assessment training and also CCSS training for our Science teachers. Teachers have done peer to peer instructional training and five of the staff members did a cadre training in lesson design.